

Learning Culture and Social Attitude of Outstanding Students of State Vocational Junior High School 2 Northern Rantau, Labuhanbatu Regency, North Sumatera Province, Indonesia

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Abstract: *The focus of the study goes to the Learning Culture and Social Attitude of Students of Prime Achievement of State Vocational Junior High School 2 Northern Rantau, Labuhanbatu Regency, North Sumatera Province, Indonesia, conducted by means of qualitative method with descriptive data in the forms of written and oral text derived from certain observable attitudes. The result shows that the level of intellectual intelligence synergizes non-intellectual elements, namely learning intelligence by creating learning opportunities, self-learning embodied in self-confidence, consistency in the forms of learning stability, creativity in managing time affecting the ways of learning to obtain prime achievement. To synergize intellectual ability with non intellectual creates a pattern called learning culture. Learning culture is not something brought from birth or nature but something owned or practiced to make self-learning, consistency in learning, and creativity developing easy and by this learning strategies could be obtained leading to make learning a habit and ultimately forming a learning culture.*

Key words: *learning culture, social attitude, prime achievement*

Keywords: Kata Kunci: budaya belajar, sikap sosial dan berprestasi

1. Introduction

School as a formal institute is obliged to response social transformation, because education is related to the development and changes in the behavior of students. Education is related to the transmission of knowledge, attitudes, beliefs and other behavioral aspects to the present generation Education is the process of teaching- learning patterns of human behavior as expected by the society (S. Nasution, 2004: 10). Education is also a force of mutual influence (implications) in various things, one of which is the development of human beings to support and determine the ups and downs of a nation in various fields. Social transformation is a necessity for a nation in all areas to advance to modern life. Indonesia often experiences social transformation. Social transformation should be based on local culture owned by a certain ethnic. (H.A.R Tilaar, 2009: 119). Indonesia's national culture should be based on the cultural plurality of tribes in Indonesian society. The tribes with their own culture combined with the national culture will become supportive pillars for the welfare of the Indonesian people.

Efforts to create a conducive social order are important for the future trends of life are increasingly sophisticated, competitive and highly complex. This condition requires students to form a good social attitude in order to adapt themselves to their domicile society. Further S. nasution says that human behavior is essentially social, that is learned and obtained from the interaction with other human beings. Almost everything we learn at home, school, playground, or work is the result of our relationship with others. Even educational materials or educational content taught at schools are determined by groups or communities.

Similarly, groups or communities ensure their survival through education. While culture itself is not separated from education, and culture is the base of education. Education is not only based on the intellectual aspect but on the whole aspects of culture, concerning values, norms, and behavior (Daryanto, 2015: 5). Every society continues its culture by giving change to the next generation through education and social interaction, behavior and demands of human life in the midst of the rapid flow of information. In the change of the civilization, every individual is a part of information based society (Conny Semiawan, 1999: 10-12). Humans will continue to obtain information from various sources either requested or not.

The study exposes and finds the data related to the Learning Culture and Social Attitude of Students of Prime Achievement of State Vocational Junior High School 2 Northern Rantau, Labuhanbatu Regency, North Sumatera Province, Indonesia.

The result shows that the level of intellectual intelligence synergizes with non-intellectual elements of learning intelligence manifested in self confidence of a student behaving towards a certain object faced, either positive or negative and this will be realized in the forms of varied actions; however well-trained behavior (from the family) such as high discipline, the realization of responsibility; fondness of discussion as the embodiment of cooperative attitude; openness as the manifestation of self-confidence, and empathy, and all of these will all sharpen the potential of an individual. The interdependency of the five attitudes of the students is synchronized with the manifestation of student of prime achievement. Ability to socialize oneself, discipline, respecting others' opinions and willingness to

cooperate with friends in need, will all increase sense of brotherhood, order, openness, collaboration, and empathy.

2. Research Method

This study uses qualitative research. Qualitative research is a research procedure producing descriptive data in the forms of written or oral texts of people and behavior observed. With qualitative research the researcher will get deep understanding and details of the research object, then qualitative research is also based on the reason to interpret something and seek more uniqueness about the learning culture and social attitude of the students.

In this research the presence of researcher in the field is very important and highly needed as the researcher acts as the main instrument in data collection procedures. (Bogdan and Biklen, 1982: 42).

It is also stated that as the main instrument the researcher must be able to capture the meaning of student behavior and social attitude of students to be further interpreted in the data obtained from the field in the environment State Vocational Junior High School 2 Northern Rantau. Pertaining to this, the researcher wants to know about the learning culture and social attitudes of students of prima achievement at State Vocational Junior High School 2 Northern Rantau, Labuhanbatu Regency. This study will enable the researcher to get new findings on student learning styles and attitudes that can be used to pioneer new foundations and to be the sources of hypotheses for further research.

3. Theoretical Framework

1) Learning Culture

Seen from the origin of the word, culture comes from the word *budhi* which means mind or reason. The word culture comes from the Sanskrit language *budhiyah* the plural form of *budhi*, meaning intellect, or the values of mental attitude. *Budidaya* or cultivation means empowering something by means of sincere effort based on reason.

So culture is the process of human reasoning ability that seeks to create something beneficial through its race and creativity. Culture covers spiritual and material things, either potential and skill. In the world of cultural education this can be used as one of the transmissions of knowledge, because things covered by the culture is very broad. Culture is like software that is in the human brain, guiding perception, identification and making a focus on something, as well as avoiding things from others.

In everyday life, people usually identify the definition of culture with tradition. Tradition in this case is defined by the general ideas, attitudes and habits of the community that appear from the daily behavior and becoming the habit of the group in the society (J.P Kotter and J.L Heskett, 1992: 4), whereas culture and tradition are different. Culture can put science into it. In the perspective of Islamic education, Allah swt. has provided guidance and direction to be used as a reference to theory, concept and educational practices in preparing the next generation to conduct the task of the caliphate on earth, as stated in Q.S An-Nisa:9 *And let those*

fear as if they had left weak offspring behind and feared for them (that they would be exposed to injustice). So let them fear Allah and speak words of justice (righteousness)

The concept of learning culture derives from that of culture, meaning that culture is not seen as a material phenomenon either in the forms of objects, people, actions, or emotions, but something abstract in human mind. In short culture is defined as the whole of human knowledge based on the idea that man a social being and the knowledge is used to understand and interpret experiences gained from the environment and becomes the framework of the foundation for creating and encouraging the realization of behavior. This explains that the learning culture is a habit process covering art to self-management, environment and anything related to people to constantly condition themselves to act and move forward. By this people keep going, developing and progressing. Basically the real essence of the most profound learning is interaction. This is in line with the idea that "learning is a process of effort of a person to obtain a new change wholly as the result of one's own experience in interaction with one's environment.

Hearing the word learning, some people already feel allergic, imagining a bunch of boring books. They have such thoughts because they think that the benefits of learning are not visible. Actually by learning, people get a lot of knowledge and learning is a must and learning is done to get success in life. Then some important things are to be considered when someone wants to get success in life. One should know one's skill and will, as well as discipline. In addition to this, one should have an ability to settle learning difficulty. Such a person then will be able to absorb the teaching-learning process well and cultivate all types of information and this is called a good way of learning.

The behaviors displayed tend to persist as long as the individual's interests do not change. Constant ways of learning will form a habit and if this habit is again constantly implemented in one's way of learning then, one will surely get success in teaching-learning process. Habits are formed through six stages: thinking, recording, repetition, storage, and habits (Ibrahim Elfiki, 2008: 88) and are further elaborated as follows:

- a) In this stage someone is thinking something, paying attention and concentrating on it.
- b) The recording stage is when one thinks something and the brain records
- c) The repetition stage is when one decides to repeat the same behavior with the same feelings.
- d) After repeating someone will save it in file and present it every time faced with similar condition.
- e) Next is a repetition, whether known or not someone repeats a strongly stored behavior in his subconscious mind.
- f) Then this will become a habit of learning embedded for a long time and becomes characteristics of individuality.

Good learning habits, conducive and supportive atmosphere will make students achieve the expected graduate quality. Gilarsso states that only by working regularly a student will get good results. From some of the above opinions it is clear that learning habits will support the success of learning. The

success of learning is not determined by the brilliance of the brain; learning habits also have a considerable share. Therefore the students themselves should constitute and familiarize an attitude of good learning, gain adequate skills and try to avoid any form of obstacle.

2) Learning Difficulty

Learning difficulty experienced by students are usually seen from the decline of academic performance or learning achievement. But it can also be shown from the emergence of behavioral abnormalities (misbehavior) of students such as screaming in the classroom, harassing friends, fighting, being absent, and playing truant..

Broadly speaking, the factors causing learning difficulty consist of two kinds, namely:

- a) The internal factors cover psycho-physical disorders or lack of ability of students, such as:
 - The cognitive (creative realm), among others: low intellectual capacity or student's intelligence;
 - The affective (feeling realm), among others: emotional instability and attitude;
 - The psychomotor (creativity realm), among others: disruption of sight and hearing sensors.
- b) Student external factors include all circumstances and conditions surrounding the environment that do not support student learning activities. Environmental factors include:
 - Family environment, for example: disharmony between father and mother, and low family economic life.
 - Neighborhood or community, for example: slum areas, and mischievous peer group.
 - The school environment, for example: the condition and location of school buildings, such as near the market, the condition of teachers and low quality learning tools.

The above factors affect the learning process in the classroom. In the learning process when the learners do not meet these factors well, they will not obtain a good achievement. Therefore, to achieve the learning outcomes that have been planned, a teacher must consider the factors above in order to achieve maximum student learning outcomes.

In the early stages teachers are encouraged to identify (effort to recognize the symptoms carefully) the phenomenon that indicates the learning difficulties that hit the student. Efforts like are termed "diagnosis" which aims to set the type of disease. that is the type of learning difficulties experienced by students.

In the stage of diagnosis, it is necessary to have a procedure consisting of specific steps oriented to the discovery of certain types of learning difficulties experienced by students. Such a procedure is also known as diagnostic term learning difficulties. The diagnostic steps to be taken are:

- a) Conducting class observation to see the behavior of student deviation when following lesson.
- b) Examining residual vision and hearing loss, especially those with suspected learning difficulties.

- c) Interviewing parents or guardians to find out the family issues that may cause learning difficulties.
- d) Providing diagnostic tests of specific skills to know the nature of learning difficulties.
- e) Providing intelligence ability test (IQ) especially to students who are suspected of having learning difficulties.

In general, the above points are very easy and often done by the teachers except the fifth step (IQ test). For this fifth step teachers and parents are connected with psychology clinics. It should be noted that if students who have learning difficulties are far below normal (mentally disabled), parents should send the student to a special institution that is a Special School. Furthermore, if the student shows a serious misbehavior, such as potential aggressive behavior or drug addiction, special needs should also be incorporated into the child's penitentiary or to a religious school, especially those with a drug addict.

Besides that there are actually students who have syndrome of *dyslexia dysgrafia*, *diskalkulia*, or even there are students who are classified as gifted child and underachiever students, but all is not explained here because it needs special discussion and handling which is beyond the present study.

The alternatives to be taken by teachers in overcoming students' learning difficulties are various; in general those are: analyzing the diagnosis, identifying problems, and preparing a remedial teaching program. In principle the remedial teaching program would be better if implemented sooner. The venue can be anywhere for the most important thing is students could focus their attention on the remedial program being carried out.

3) Learning Success

Learning is an activity to obtain knowledge. Many things are to be considered in learning process to lead someone to a success. One must do activities that can lead someone to succeed in learning, this cannot be ignored. A good learning activity is the key to learning success. Some ways or steps are well illustrated below:

a) Learning Regularly

Mastery of materials as early as possible is highly demanded, not to wait until the end of the test, exam or tentamen. Going school regularly is compulsory so that the learners do not easily miss the lessons. Then all the explanations given by the teachers are not only to be heard but also to be noted down neatly and then documented well. Self-confidence in matters of regular learning should be highlighted and such attitudes will usually bring success. This is the a good learning strategy.

b) Discipline and High Spirit

Discipline is an order that can regulate the management of private life and group. Discipline arises from within the soul because of the impulse to obey certain rules. To be disciplined means to obey any form of order. Real discipline does not only emerge from consciousness but also from a force. Forced discipline is identical with the fear of law, while the real discipline comes from the soul and when

someone makes the soul as the source of law, then the person concerned will enjoy being disciplined. But remember, obedient people do not necessarily have consciousness to obey. But not a few people are consciously conscious of committing offenses as a manifestation of disobedience to the law. Thus, the obedient are more assured to obey the law than those with awareness. All the lesson schedules are obeyed with sincerity. The learners have to do all the lessons vigorously. They will sacrifice anything for the sake of the struggle to uphold personal discipline.

In addition to the problem of discipline, the issue of spirit is also very important in learning. People without any spirit are not well motivated. Sluggishness is the enemy obstructing success in learning so sluggishness should be shun. No one should be sluggish.

c) Concentration

Concentration is the selection of the mind, the attention and so on. Attention is the selection of stimuli coming from the environment. Attention is diverse, there is objective attention, divided attention, concentrated attention and mixed attention. In learning, concentration is necessary in the form of centralized attention. Without concentrate it is certain that there will be no storage and success. There must be some causes for a person not to be able to concentrate. It is also identified that some other causes may affect someone's concentration including in the learning process.

4. Social Attitude

Attitudes can also be defined as a tendency to behave towards a particular object (M. Ngalim Purwanto, 2002: 141); some state that attitude is the consciousness of the individual who determines the real and repetitive actions of social objects. Social attitudes expressed not only by a person but it is noticed by the people of his group. The object is social attitude (many people in the group) and stated repeatedly. For example, people's attitude towards the national flag. They always respect it solemnly and repeatedly on national day.

So social attitude is a tendency of a person in acting in a certain way in a relationship with a certain or other objects. Slameto says further that other factors that influence student learning outcomes are attitudes. Attitude is something that is learned, and attitude determines how individuals react to situations and determine what individuals search for in life. Attitude consists of cognitive, affective and behavioral components. Attitudes are always concerned with objects accompanied by positive feelings valued in one's view. The person concerned will behave negatively on objects considered unimportant or disadvantageous. It is this attitude that tends to lead to a number of actions related one and another.

Individual reactions either positive and negative will be reflected in the attitude taken by the individual concerned. In perceiving the object, the attitude taken by the individual will be influenced by knowledge, experience, horizon, belief, learning process, and so forth. In addition, the state of the environment will also affect the object of the attitude and the individual concerned. It can be said that in addition to individual factors the condition of the environment will also

affect the object of attitude, meaning that individual factors cannot be separated from the formation and attitude changes to the object.

4. Research Result

Here the researcher will put forward things happening in the field, experienced, felt and thought through the data source. By conducting a descriptive approach, the researcher should describe the data obtained through in-depth interviews, intelligence tests, observations conducted by the help of the informants. Here the profile of superior students obtained from the research results, both obtained from the scores of the school report of student as a document of expertise programs, interview results, integrity tests, sociometry or observation will be displayed.

The outstanding students are those who receive 1-3 grades in their class each of 11 classes which are summarized in seven skill programs: 1. Building engineering skill program (2 study groups), 2. Electrical engineering skill program (2 study groups), 3. Program mechanical engineering skill program, 4. automotive engineering program, 5. Chemical computer engineering program, 6. agro-business skill program, crop production skill program, 7. agricultural product expertise program.

From the initial provisions of the researcher, the outstanding students are those who get ranks from class 1 – 3. Of the 11 classes / study groups, there are 33 students who become informants, but at the time of the research there is one student who could not be appointed as an informant, because he is present in a state of illness and has to take time off in uncertain time, named Arif Setiawan of class XI of Light Vehicle engineering. riding technique-2 (TKR-2). In order not to hamper the research process, the researcher concludes with consultation with the supervisor first, then one student does not participate with the reason mentioned above, so the informant that should amount to 33 is reduced to 32 students.

The outstanding students if seen from the beginning of the entry, are not included in passing category in the test of outstanding students from the previous school. This is because the selection is only applicable to Senior High School coordinated by the Office of Education and Culture of Labuhanbatu Regency. Previously (below 2010) every student entering State Vocational Junior High School 2 Northern Rantau must pass through some very tight selections, such as, the initial selection with the criteria of *NEM* (Pure national evaluation of learning final stage score), health selection (physical and spiritual), height for male student at least 155 cms and for female student at least 150 cms and being free of color blindness, and the student must follow intelligence test. However, for outstanding students as the object of this study at the time of entering State Vocational Junior High School 2 Northern Rantau selection is only limited to *NEM* (Pure national evaluation of learning final stage score).

All the outstanding students as the informants in this study amount to 32 students measured by the level of standard intelligence, such as : *IST* Scale (Test Intelligence Scale) and *SPM* (Standard Progressive Scale) and the data obtained

through this intelligence test is quantitative. The level of intelligence possessed by these students is used to complement the qualitative research data. In qualitative research it is possible to use quantitative data for complementary data as presented by Moleong (Lexy J. Moleong, 2001: 22), that in many ways, both forms of data (qualitative and quantitative) are used together so they can be used for the purpose of constructing theory.

Based on the data obtained through interview techniques with outstanding students from 12 september 2016 s / d 26 september 2016 it is seen that the outstanding students' learning activities at State Vocational Junior High School 2 Northern Rantau are categorized into learning culture in the form of face-to-face learning process and because of this, from the character of the outstanding students in following face-to-face learning activities the data obtained are as follows:

- a) Choosing seats strategically aligned though not in front row but not sitting in the back row for fear of disturbing concentration (23 students, 7 students, 18 students, 13 students, 15 students, 12 students, 17 students, 29 students and 19 students).
- b) Occupying the bench instructed by the teacher but keep concentrating on the explanation given by the teacher (student 26, student 28 and student 4).
- c) Not so concerned with the occupied bench but still concentrating on the explanation of teachers (students 14, student 6, student 3 and student 25).
- d) For moving class moves as they have to enter a certain room such as in religious course, sports, the laboratory either language, chemistry, or physics or workshop, they will rush for fear of wasting the time and keep looking of the front position (student 8, student 32, student 9, student 22 and student 1).
- e) In the learning process they always listen carefully to the explanations submitted by the teacher (student 8, student 32, student 9, student 22, student 1, student 16, student 24, student 21, student 5, student 2, student 20, student 11, , student 27, student 31 student 23, student 7, student 13)
- f) On the sidelines of the explanation given by the teacher, they often ask questions to the teacher if they do not understand the subject matter presented (student 8, student 32, student 9, student 22, student 1, student 16, student 24, student 21, student 5 student 2 and student 11)
- g) Asking questions by interrupting the teacher if something is not understood (student 10, student 27, student 31, student 23, student 7, student 18, student 13, student 15 and student 12)
- h) Asking questions when the teacher has finished explaining one lesson without interrupting the teacher when explaining (student 29, student 30, student 19, student 26 and student 28)
- i) Concentrating on listening to teacher's explanation and not asking questions to the teacher either during ongoing learning process or after the completion of the course (student 4, student 16, student 32, student 9, student 22, student 1, student 16, student 24, student 21, student 24, student 5 and student 2)

To prove the above data the researcher also conducted interviews with classmaster from each of the outstanding students,: Ms. Evalina Butar-Butar, S. Pd (student 27, student 28, student 29), Mr Daliansyah Ritonga, SP (student 24, Student 25, student 26), Mrs. Nurhayati, S. Pd (student 24, student 25, student 26), Mr. Zulfan Efendi Hasibuan, S. Pd (student 16, student 17, student 18), Mr. Syahrifuda Siregar, S. Pd (Student 19, student 20), Ms Miss Indriana SS Pd (student 10, student 11, student 12), Mrs. Leliyanti Ritonga (student 7, student 8, student 9), Ms. Sondang Junita, S. Pd (student 13, student 14, student 15), Mrs. Herlina Roslina, S. Pd (student 1, student 2, student 3) Mrs. Julita AP Marpaung, S. Pd (student 4, student 5, student 6) and Mr Irwan Marpaung, S. Pd (Student 21, student 22 and student 23), and the data obtained are as follows:

- 1) Students tend to sit at the front bench while attending lessons and rarely chatting with friends, because they are always serious to follow the subject matter submitted by the teacher and they have complete notes.
- 2) Listening carefully to the teacher's explanation in the lesson and asking questions to the teacher if they do not understand the subject matter.
- 3) Always asking the teacher questions in the lesson and recording the explanation properly during the lesson.
- 4) Listening quite a lot of arguments and giving good inputs in group discussion.
- 5) Neat and complete in notes, often asking questions in the discussion.
- 6) Recording the lesson in a systematic and very neat way to prepare for the exam.
- 7) Some seldom note down the materials; instead they only make some small notes as they are in the habit of listening to the explanation given by the teacher.
- 8) Able to summarize the subject matter well and neatly.
- 9) Besides asking many questions to the teacher in lessons they try to answer questions asked by teachers and other students.
- 10) Providing critical questions about the subject matter and making a fairly complete record of the material.
- 11) . Dare to criticize directly.
- 12) Criticizing the learning process (though not directly) and the power of reasoning is good.
- 13) Quickly grasping the teacher's explanation, diligently taking notes, and asking questions.
- 14) Active in lessons, such as in attendance, participation, listening, seriousness, question and answer with teachers, and discussion.
- 15) Active listening and making complete notes
- 16) Seeking to record the materials, copying the notes, analyzing and discussing them.

In this study it is found automatically students with have the highest level of intelligence, will get high grades. However, students with the highest IQ obtain a grade 2 ranking.

From the data it can be analyzed that the level of intelligence does not necessarily make them get high learning achievement, moreover the intelligence test used is a group intelligence test which of course has a weakness, as stated by SC Utami Munandar, that group intelligence test is not so thorough as the method of identifying gifted students compared with individual intelligence tests (SC Utami Munandar, 1999: 32). Suppose the IQ obtained through

group intelligence tests is only 110, while the Stanford-Binnet test can achieve a level of intelligence of 130 or even more, so the results of intelligence tests are not an absolute sequence.

Education and the theory of multiple intelligences are two very precise components to integrate, in line with Paul's opinion which reveals some general principles for learning in helping to develop multiple intelligences where learners can grow throughout their life and continue to be nurtured and enhanced (Suparno, 2001: 19)

In the world of education, multiple intelligence theory can be a learning strategy for any subject in a study. The core of this learning strategy is how the teacher packs his teaching style to be easily captured and understood by his students (Suparno, 2001: 108).

Furthermore, in the explanation of the misunderstanding of the application of multiple intelligence theory at schools it is stated that teachers consider multiple intelligences as a field of study or as a school curriculum not as a learning strategy. Learning strategy based on multiple intelligence is various, if the teacher is creative then the learning strategy is unlimited. The first step in applying a good learning strategy is to limit the time for the teacher to explain about 30% of materials and the 70% for students' activities. Thus the activities then automatically will motivate the students to learn.

According to research. Of Venon Magnesen from Texas University, the human brain easily grasps information derived from moving visual modalities, such as; body activity, emotion, coordination and any kind of motion. For instance, memory of learners will be stronger in time of the practice of making soy milk in agricultural processing lessons than the teacher's explanation in front of the class. By emphasizing learning on the activities of students, the teacher can pay attention to the tendency of learning styles of students as well as the intelligence they have. When things are identified, it is easier for teachers to apply the appropriate strategies.

From the previous illustrations there are students who cannot achieve the most outstanding achievement in the class and the achievement of a value that has not been maximized based on the level of intelligence. According to the data they are classified underachiever because the learning outcomes are not balanced with the level of real intelligence. The data also shows that not all the results of intelligence tests (IQ tests or MI tests) will be in line with the achievement of learning outcomes, possibly imbalanced. Imbalance between the level of intelligence and achievement learners can be caused by internal factors or external factors. In this study the cause is on the inability of students to manage the time (time management) and to make use of the time to learn.

Intelligence is a general capacity of individuals to act, think and interact rationally with the environment effectively. According to the existing theory of intelligence, the ways individuals act, either in an intelligent way or less intelligent are interrelated. Intelligent behavior is characterized by fast

and precise acts in understanding a problem, drawing conclusions and taking a decision.

In fact, experts so far seem to have difficulty to find a comprehensive formula of intelligence. C. P Chaplin provides understanding of intelligence as the ability to deal with and adapt to new situations effectively and quickly. The findings in the field show that the results of intelligence tests and multiple intelligence are a basic ability that needs to be actualized through good learning and efficient timing so as to enable to obtain achievement. To actualize an academic basic ability into an achievement, efforts from the side of the students are highly needed. Based on the research, it is found that the efforts and activities of outstanding students differ individually. Here the diversity of the roles of internal factors of students is seen and the possibility of the roles of non-intelligence factors, namely the role of learning culture and social attitudes in determining learning outcomes is also seen.

5. Conclusion

The research result provides conclusions of the learning culture of outstanding students, and presented as follows:

- 1) The level of intellectual intelligence then synergizes with non-intellectual elements, namely learning intelligence by creating learning opportunities, self-learning independence embodied in self confidence, consistency in the form of learning stability, creativity in managing the time so that it can affect the ways of learning in achieving excellence. So, to synergize intellectual ability with non intellectual will form a pattern called learning culture.
- 2) Learning culture is not something from birth or nature but something that can be developed. Intellectual intelligence is a prerequisite to be synergized one and another. The intellectual intelligence will make things easier to create independence in learning, leading to consistency of learning, and developing creativity to get learning strategies to make the ways of learning real (overt) and become a habit, forming a learning culture.
- 3) A student will behave in accordance with the object he faces, whether positive or negative and this will be manifested in the form of various actions, but the attitude that has been well trained (starting from the family environment) will be constant in the forms of hospitality, high discipline as the embodiment of responsibility, love for discussion, self-confidence, and empathy.
- 4) The interdependence of the 5 attitudes of the students is synchronous with the manifestations of the outstanding students. They tend to easily socialize themselves, obtain high discipline, like to have discussion, appreciate others' opinions, cooperate, help others and fellow friends in need, increase the sense of brotherhood, form a habit of regularity, be open, collaborate and get a sense of empathy.

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